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ABSTRACT

One in a series of K-6 teaching guides, this guide contains classroom activities dealing with citizenship education for use with children in kindergarten. The purpose of the series is to promote and maintain positive student attitudes and behavior and to assist students in understanding their rights and meeting their responsibilities to help insure the safety and welfare of self and others. Most of the units are self-contained. However, some of the activities require the use of publisher available resources. In Unit I, "Understanding Self and Others," children learn about feelings, responsibility, and conflict. Unit II, "Understanding Society," examines rules and authority. Protective strategies is the topic of Unit III, "Understanding Safety and Crime Prevention." Students are involved in many different kinds of activities. Some examples follow. In one activity dealing with feelings, the students examine pictures showing people whose faces show different emotions and discuss how the person feels in each picture. In an activity on responsibility, students make a bulletin board depicting classroom jobs that would be appropriate for students. To learn about conflict, students role play various situations including pushing in line, knocking down blocks, taking away a toy, and scribbling on someone else's work. In the activity on rules, students learn a song about safety rules on the school bus. They then invite a bus driver to come in to discuss major problems and concerns. The guide concludes with a listing of print and nonprint student materials. (Author/RM)

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JETS

JUSTICE EDUCATION TEACHING STRATEGIES K-6, K

K

SO 013 213

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This curriculum project was and is the work of many people. It was initially developed as "Teaching Individuals Protective Strategies" by a team of educators from the Charlottesville City and Albemarle County School System of Virginia under the supervision of Scott Hamrick. We gratefully acknowledge their work and profer our thanks for allowing us to use their materials, funded by a Title IV-C grant, as a basis for our Pennsylvania revision.

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Murry Nelson of the College of Education, Pennsylvania State University was coordinator of the revision effort and served as general editor of the revised curriculum booklets. His efforts under severe time constraints are much appreciated.

Dorothy Rigby of the State College Area School District organized the dissemination for these materials and we thank her and the many fine teachers and administrators who have attended workshops organized for disseminating the JETS curriculum.

Richard Rosenfeld was responsible for layout and graphics and Polly Jo Muthersbaugh served as project secretary and typist. Their work brought everything together and their special talents should be noted.

The follo[illegible]ents contributed drawings, puzzles or riddles: Molly [illegible]ll, Bobby [illegible]Ginger Young, Kellie McAndrew, Mike Byers, and Chris [illegible]All stud[illegible]om the Moniteau School District.

[illegible]nks to the National Advertising Council for the use of the "Ho[illegible] crime-watch program.

1980

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FOREWORD

JUSTICE EDUCATION TEACHING STRATEGIES: K-6

Justice Education Teaching Strategies (JETS) has been developed to:

1. promote and maintain positive student attitudes and behavior:
   — to have students develop activities to affect value judgments
   — to give a more positive but realistic view of law and people who administer the law
2. assist students in understanding their rights and meeting their responsibilities to help insure the safety and welfare of self and others:
   — to increase knowledge of civil and criminal law
   — to increase knowledge of procedures used by police and other criminal justice agencies

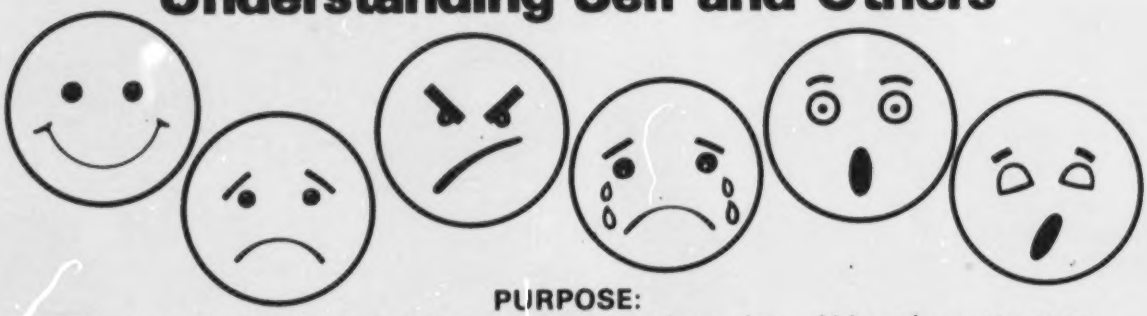
The program provides learning objectives and activities that will enhance these goals. JETS has been integrated with other material developed by the Pennsylvania Department of Education as Justice Education and Community Action (JECA). Previous PDE work in this area has produced two sets of useful educational competencies for schools — *Law-Related Education Competencies* and *Consumer Education Competencies.* In most cases the purposes or objectives for the particular JETS lessons come directly from these competencies. Thus JETS constitutes one framework, a beginning, for successful incorporation of justice education at the elementary school level in support of citizenship education.

The JETS curriculum is developmental with regard to scope and sequence; yet each booklet stands on its own as a curriculum construct for an individual grade level. The booklets are not long and it is not expected that they alone will constitute the sum and substance of citizenship education for students. Supplementary ideas are included throughout each booklet. The key to the success of any justice education program is the cooperation and utilization of area justice personnel by the teacher in implementing such a program. The teacher must realize and the parents must support this cooperative effort on the part of school, home and community. Many people pay lip service to such an ideal, but citizenship education will only succeed in the short and long range if this cooperation is present and visible.

• this symbol denotes additional suggestions to teachers.

UNIT I

Understanding Self and Others



PURPOSE:

Criminal and quasi-criminal acts are prevalent in society. Although most young students are rarely involved in criminal activity, all are potential victims and law-breakers. When attitudes and feelings toward rules, laws, authority, conflict resolution and citizenship responsibilities develop negatively, the results are likely to be more misbehavior, criminal activity, and victimization.

In Unit I, better conduct and more responsible behavior are encouraged through examination of feelings (attitudes/values) of self and others. Emphasis is placed on the individual's responsibility for personal behavior.

OBJECTIVES:

— The student will display responsibility for school materials.
— The student will recognize the need for rules to protect property.
— The student will be able to give examples of situations which cause conflict.

FEELINGS
YOUR FACE SHOWS YOUR FEELINGS (language experience)
HOW DOES THIS PERSON FEEL? (categorization)*
Feelings Game (game)*
Movement Expresses Emotion (creative movement)

RESPONSIBILITY
WHAT IS RESPONSIBILITY? (poem and discussion)
Let's All Pull Together (helper's chart)
Home Responsibilities (letter, chart, discussion)**
Sing A Song Of Responsibility (pantomime)

RESPECT FOR PROPERTY
PERSONAL AND PRIVATE PROPERTY (discussion)
HELPERS AND SPOILERS (discussion and worksheet)*
HELPER'S CONTRACT (motivation)*

CONFLICT
CLASSROOM CONFLICT (role play)

* STUDENT WORKSHEET Provided

FEELINGS

YOUR FACE SHOWS YOUR FEELINGS

Purpose: To demonstrate that facial expressions reflect emotions

Using study prints or magazines, find pictures showing people whose faces show different emotions. Have students identify how the person feels in each picture.

DISCUSS:

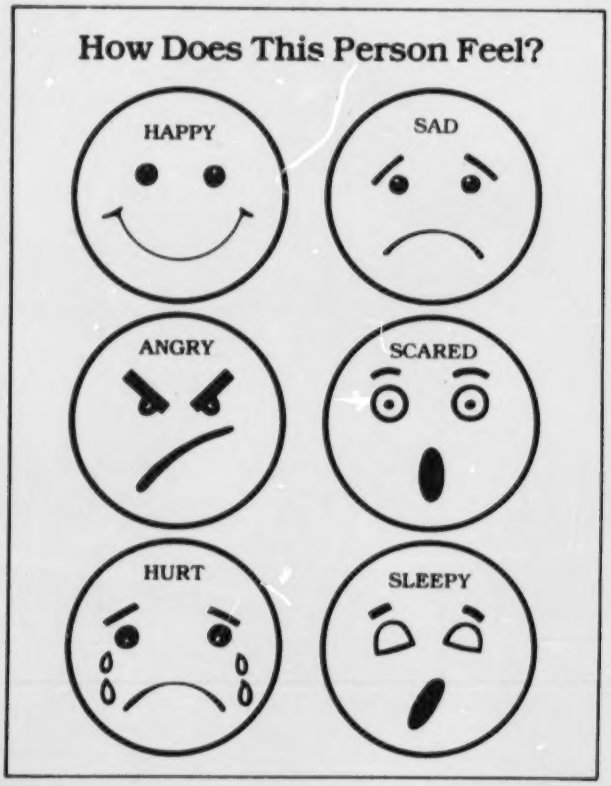
Do you think the people are: happy, sad, angry, tired, hurt, scared, sleepy, etc.?

- How can you tell?
- Why do you think they feel this way?
- Can you make your face show how this person feels?
- Is it all right to feel this way?
- Is it a good or bad feeling?

Teacher's Notes...

HOW DOES THIS PERSON FEEL?
(STUDENT WORKSHEET Page 8)

Purpose: To recognize different feelings through facial expressions



Cut out a set of faces from the worksheet and display in a convenient place. Put pockets underneath them. Discuss the emotion that each of the faces might represent.

Using study prints or magazines, find pictures showing people whose faces show various emotions (the pictures from the preceding activity can be used). Have students place the pictures in the pockets which show similar feelings. Once all the pictures have been placed in the pockets, allow each student to express a time when he/she felt this emotion. Be sure to emphasize that everyone feels these various emotions at times.

Use the pictures to make a happy/sad collage.
Use pictures for individual or group language experience stories.

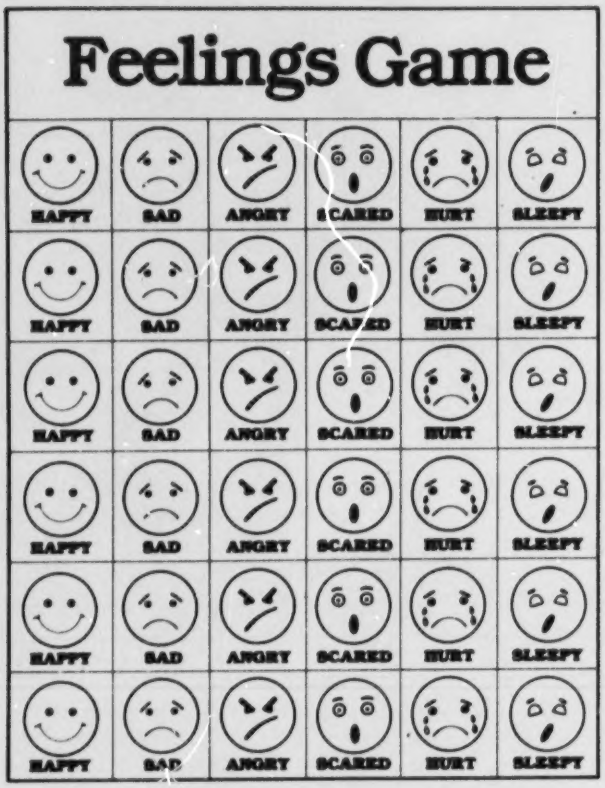
Feelings Game

(STUDENT WORKSHEET Page 9)

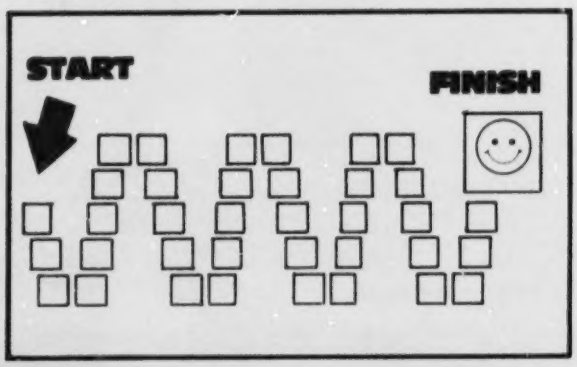
Purpose: To allow students to express causes of various emotions

Instructions for preparing the game:

1. Reproduce two copies of the student worksheet and cut out all the faces.



2. Paste or attach faces from one copy in random order on a playing board, making sure a smiley face appears last. (See illustration.)



3. Use the faces from the second copy as playing cards.

Instructions for playing the game: (two students)

1. Mix up playing cards and place face down in a pile.
2. Students take turns picking up a card and placing it on the **first** matching face on the board. Students should name a time when he/she might feel this emotion – e.g. I might be scared when it thunders.
3. The player who gets to the last smiley face on the board wins the game.

Movement Expresses Emotion

Purpose: To allow students to express emotions through movement to music

Play music of different moods. Students may dance, do body movements, finger paint, or wave colored streamers to show how the music makes them feel.

Place a large sheet of paper on a bulletin board so that it can be reached by the students. Give each student a crayon and tell them to draw on the paper according to how the music makes them feel.

3

RESPONSIBILITY

WHAT IS RESPONSIBILITY?

Purpose: To determine the meaning of responsibility

Discuss with your students the jobs they do at home. If some students can not think of any jobs, ask them if they dress themselves or pick up their toys. **Read the following poem and ask students what jobs this person has at home.**

I help at home
I sweep the floor
I dust the table
I go to the store
I beat the eggs
And sift flour for cake
Then I help eat
All the good things we make.

All of these jobs are called RESPONSIBILITIES. When we carry out a responsibility, we are being RESPONSIBLE.

RESPONSIBLE: carrying out a job or doing what you are expected to do

DISCUSS:

If you are going to be a RESPONSIBLE person, what would you do if I told you to:

- put away the blocks?
- wipe off the table where you ate?
- hang up your hat and coat?
- bring back your library books to school?
- put away the kickball when you finish playing?
- wash the paint brushes?
- cover your clothes before you paint?
- carry your lunch money in a safe place?

If you are going to be a RESPONSIBLE person, what would you do if your parents told you to:

- go to bed when the babysitter tells you?
- change your clothes after you come home from school?
- put away your toys and clothes?
- dress yourself?
- catch the bus on time?
- come home right after school?
- watch over your younger brother or sister?

Emphasize that responsible persons learn to do their jobs without having to be repeatedly reminded.

Let's All Pull Together

Let's All Pull Together

Purpose: To give students experience in accepting responsibility

Make a bulletin board such as the one shown above.

Decide what types of classroom jobs would be appropriate for students e.g. washing boards, keeping room picked up, taking roll to office, passing out paper or crayons, etc. **Label each boxcar with a job. Print**

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students' names on cards and allow students to place cards in the job of their choice. Change the names each day until all students have had a chance to carry out a responsibility. Emphasize the importance of carrying out the responsibility.

Make a chart with the students' names on it. Place a star or smiley face beside each name when the student has done a good job of carrying out a responsibility.

Home Responsibilities

(STUDENT WORKSHEET 11)

Purpose: To emphasize the importance of accepting and meeting responsibilities at home

DISCUSS:

1. What duties or chores do students have at home?
2. What happens if they fail to carry out responsibilities?
3. What responsibilities do other family members have at home?
4. What would be some problems if family members did not meet responsibilities?

Staple together the Parent Letter and Home Responsibility Chart and distribute to students. Have students draw a picture in the box to make it more personal. Have them sign their name.

Dear Parents,

At school we shall be concentrating on the concept of responsibility. Because we believe that the project will be more effective with your cooperation, we are hoping you will emphasize the importance of assuming responsibility at home.

If you have not already done so, perhaps you and your child can decide on some suitable tasks which can be accomplished entirely by the child e.g. feed the family pet, straighten room, etc.

We are enclosing a chart which we would like you and your child to use at home. Help your child fill in the particular chores for which he is responsible. Check them each day as tasks are completed. Please sign and return to your child's teacher at the end of a week.

Thank you very much for your cooperation.

Sincerely yours,

I know what this letter is about. I would like you to help me.

Student's signature

JETS
JUSTICE EDUCATION TEACHING STRATEGIES

Home Responsibility Chart

DAYS OF THE WEEK	DUTY 1 DESCRIBE:	DUTY 2 DESCRIBE:	DUTY 3 DESCRIBE:
SUNDAY			
MONDAY			
TUESDAY			
WEDNESDAY			
THURSDAY			
FRIDAY			
SATURDAY			

STUDENT'S SIGNATURE _____ PARENT'S SIGNATURE _____

Send the letter and responsibility chart home and ask students to return the chart after one week. When students return charts, discuss the different responsibilities and how students carried them out.

Prepare a chart for each student to identify responsibilities of other family members.

Student's Name	My Job	Mother's Job	Father's Job	Others
Susie	Feed pet	Grocery shop	Washes car	etc.

Sing A Song Of Responsibility

Purpose: To reinforce concept of responsibility

This song is sung to the tune of "Here We Go 'Round the Mulberry Bush." As students are singing about each responsibility, they may pantomime the actions.

This is the way we **dress ourselves,**
Dress ourselves, dress ourselves,
This is the way we **dress ourselves,**
So responsible are we.

This is the way we **pick up toys.**
put blocks away.
brush our teeth.
go to bed.
stand in line.
hang up coats.
carry books.

Use other responsibilities you wish to emphasize, and perhaps add a different verse each week.

RESPECT FOR PROPERTY

Purpose: To differentiate between personal and private property

DISCUSS:

1. Name some things which belong to you.
2. Name some things which belong to your parents.
3. What things belong to our school?
4. What things belong to all of the people in our town? (Rivers, parks, sidewalks, streetlights, etc.)

Emphasize that when something belongs to everyone, *everyone* is responsible for its care.

Helpers and Spoilers
(STUDENT WORKSHEET Page 12)

Purpose: To display observable responsibility for personal belongings and school materials

DISCUSS:

Hand out the Helpers and Spoilers worksheet to each student. Point to the first picture.

1. What has happened here?
2. How do you think it should be changed?
3. Whose property is this?
4. Has a "spoiler" been here?
5. What could a "helper" do?

Label the pictures as either "helper" or "spoiler." Direct the students to draw lines matching the "spoiler" to the "helper" who is caring for that property.

Helper's Contract
(STUDENT WORKSHEET Page 13)

Purpose: To demonstrate responsibility for maintaining and protecting school property

DISCUSS:

1. What are some things at school that you use?
2. What things do you use on the playground?
3. What can you do to keep these things nice?
4. How can you be a "helper" — not a "spoiler" — in our school?

Pass out a contract to each student. Have them draw a self-portrait in the space provided; then write what the child wants to do to be a "helper." Have each child sign his or her contract.

CONFLICT

CLASSROOM CONFLICT

Purpose: Demonstrate a knowledge of several ways that disagreements can be settled

Have students role play one or more of the situations below. After each situation is played, discuss the following questions. Be sure to accept all anwers.

DISCUSS:

1. Has this problem ever happened to you?
2. Did it make you angry?
3. If you were angry, what did you do? (Repeat some of the answers, and ask if some actions are better than others for showing angry feelings. Have the students tell why.)
4. What is the best way to show your anger?

Situation 1 — Pushing In Line

Line up three students in front of the class. Have them pretend that they are waiting in the lunch line. Have a fourth child break into line and push some of the other students.

Situation 2 — Knocking Down Blocks

Have two students begin building a block structure in front of the class. After several blocks have been stacked, have a third child knock down the blocks.

Situation 3 — Taking Away A Toy

Have two students start to play with a toy. Have another student grab it and take it away.

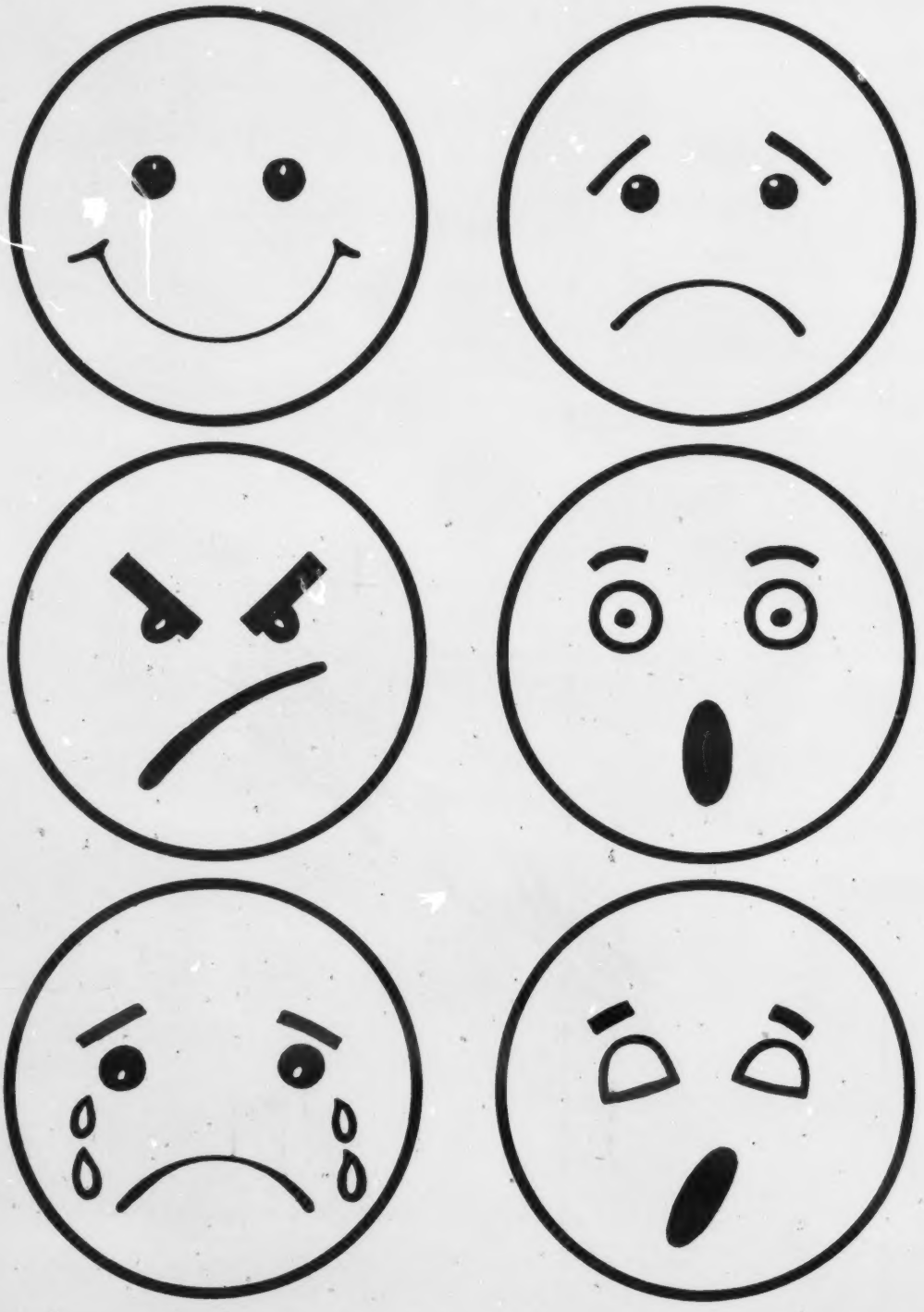
Situation 4 — Scribbling on Someone Else's Work

Have one student sit at a desk and begin to draw something. Have another student come up with a crayon or magic marker and put a big line in the middle of the first student's paper.

Allow students to think of other situations for role playing — e.g. Who will be first in line, what game to play next, etc.?

Teacher's Notes...

How Does This Person Feel?



Feelings Game

HAPPY	SAD	ANGRY	SCARED	HURT	SLEEPY
HAPPY	SAD	ANGRY	SCARED	HURT	SLEEPY
HAPPY	SAD	ANGRY	SCARED	HURT	SLEEPY
HAPPY	SAD	ANGRY	SCARED	HURT	SLEEPY
HAPPY	SAD	ANGRY	SCARED	HURT	SLEEPY
HAPPY	SAD	ANGRY	SCARED	HURT	SLEEPY

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Thank you very much for your cooperation.

Sincerely yours,

_____

I know what this letter is about. I would like you to help me.

_____

Student's signature

Home Responsibility Chart

DAYS OF THE WEEK	DUTY 1 DESCRIBE:	DUTY 2 DESCRIBE:	DUTY 3 DESCRIBE:
SUNDAY			
MONDAY			
TUESDAY			
WEDNESDAY			
THURSDAY			
FRIDAY			
SATURDAY			

STUDENT'S SIGNATURE

PARENT'S SIGNATURE

TRASH

SOAP

IS
A
RAT

TOYS

HELPER'S CONTRACT

Because

I CARE

I promise to do my share to try
to make this a pleasant place to live.
To keep my school a nice place, I will

_____ Signed _____

UNIT II
Understanding Society

PURPOSE:

Rules, laws, and authority are essential for the establishment and maintenance of order. Compliance with rules, laws and authority is often difficult because individuals perceive them as restrictions rather than means to safety and harmony.

In this unit, emphasis is placed on understanding the necessity for rules, laws, and authority in order to promote more positive attitudes toward them. Better attitudes lead to greater acceptance and more willing compliance to reasonable rules, laws, and authority.

OBJECTIVES:

— The student will be able to define the term "rule".
— The student will be able to identify two responsibilities of a police officer.
— The student will be able to demonstrate an awareness of how rules contribute to the well-being of the child.

RULES
ALL ABOUT RULES (discussion)
LET'S PLAY TRAFFIC LIGHT (art and discussion)*
Walk — Don't Walk Game (creative movement)
Traffic Light Song (song)
Safety Game (game)

AUTHORITY
THE POLICE OFFICER (discussion)
Draw the Officer (art and language experience)
The Police Officer (rhythm)
Speakers

* STUDENT WORKSHEET Provided

20

RULES

ALL ABOUT RULES

Purpose: To identify rules followed in school, home, play, etc.

DISCUSS:

1. Has anyone heard the word "rule"? What is a rule?
   RULE: something written or said that tells us how to act
2. What are some things we know about rules?
   - Rules are everywhere.
   - Rules are made for everyone to follow or obey.
   - Rules are made to keep you healthy and safe.
   - Most often rules are made by people who are older such as: parents, teachers, babysitters, principals.
   - Everyone can help make rules. You can help too!
3. What are some rules that we need in our classroom? playground? cafeteria? library? bathroom? hallway? etc.

You may want to illustrate some of these rules and place them around the classroom. The following are examples:

Color:
Outer circle and bar red
Man black
Remainder white

Color:
Outer circle and bar red
People black
Remainder white

Make a chart of school rules.

(Discuss the consequences of disobeying each rule.)

4. What safety rules should we obey when walking to and from school or to the school bus stop?
   - Obey all traffic signs and signals

   NOTE: Children may be confused as to which light should be green when they are to cross the street. Be sure to demonstrate either by taking them to a real traffic light or by using a model of one.
   - Take the shortest and safest route to and from school or the bus stop.
   - Where there are no sidewalks, walk on the left side of the road facing traffic.
   - Cross streets only at corners or where the bus driver or crossing guard tell you.
   - Check the traffic in both directions and watch for turning cars before crossing the street.
   - Walk and do not run across the street.
   - Watch for cars driving out of driveways and parking lots.
   - Don't play in snow or leaf piles near the road.
   - If a ball or toy rolls into the street ask an adult or older child to get it for you.

5. What safety rules should we obey when boarding, riding and unloading the bus?

The following verses can be sung to the tune of "The Wheels On the Bus".

1) The children at the bus stop **line right up, line right up, line right up.** The children at the bus stop **line right up** Ev'ry school day morning.
2) The children on the bus just **sit right down,** etc.
3) The children on the bus **talk very softly,** etc.
4) The children at the school **walk off the bus,** etc.
5) Now the children on the bus are **Safe at School,** etc.

Invite a school bus driver or crossing guard to discuss the rules to follow while riding the school bus or walking to school.

DISCUSS:

1. What needs to be done on your bus and at your bus stop to make it safer for you?
2. How should you dress in bad weather so that you can be seen while walking?
3. When you get off the bus, should you walk in front or behind the bus? Why?
4. What are some rules we should follow while riding the bus?

SUGGESTED ACTIVITIES:

1. Make up some more verses to the song "The Wheels on the Bus".
2. Invite a bus driver to come in to discuss major problems and concerns.
3. Have students cut out a school bus and put their bus number on it to help them remember which bus they ride.

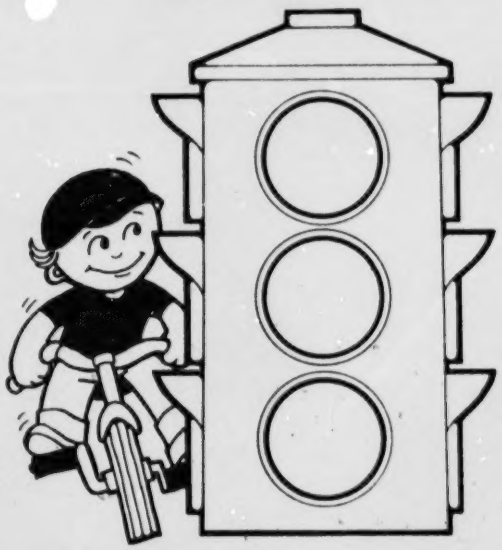
LET'S PLAY TRAFFIC LIGHT

(STUDENT WORKSHEET Page 21)

Purpose: To introduce the traffic light as a symbol of rules

NAME _____

Traffic Light Game



Give each student squares of red, yellow and green construction paper. Show them how to cut a circle out of each square. After the three circles have been cut out, say, "When I call out STOP, you are to hold up the red circle. When I call out GO, you are to hold up the green circle. If I say WAIT, hold up the yellow circle." After playing the game, give each student a worksheet or a plain sheet of paper and have the students paste their circles on it so that it resembles a traffic light.

DISCUSS:

1. Where do we see traffic lights?
2. Why do we need traffic lights?
3. What does a traffic light tell us to do?
4. What would happen if people didn't obey the traffic lights?

Teach the following poem. (Students may memorize.)

Red on top and yellow below
Red means stop, and yellow means slow
Only on green can you go, go, go.

Walk — Don't Walk Game

Purpose: To remind students of safety rules for crossing streets

Have several traffic signals made with the red "don't walk" showing on one side and the green "walk" on the other. Let students take turns holding the traffic signal, turning it from one side to another. Encourage your students not to turn the signal too rapidly. **Allow the other students to move around the room. When students fail to obey the signal they must sit down.** The teacher may act as the police officer and watch for violators.

Teacher's Notes...

Traffic Light Song

Purpose: *To reinforce safety rules*

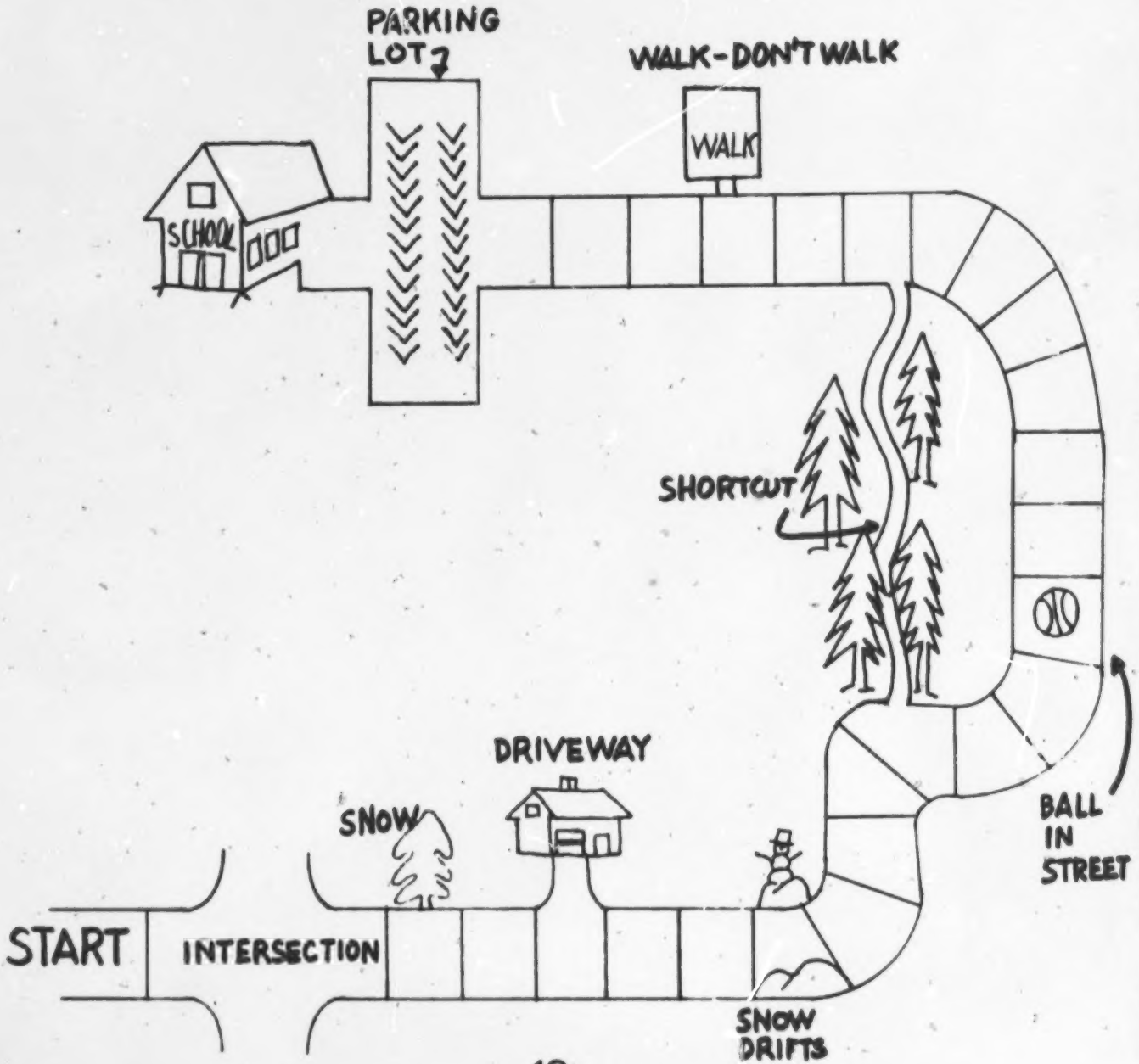
Sing the song while playing the Traffic Light Game in the preceding activity. Perhaps the music teacher can help.

Red, Yellow, Green - Stop, Wait, Go

C F C G7
Red Yel low Green Stop Wait Go Red Yel low Green
G7 C C C
Stop Wait Go Red Means Stop and Green Means Go
G7 G7
Yel low Means Ev - ry bo - dy Wait in a Row
C F G7
Red Yel low Green Stop Wait Go Red Yel low Green
G7 C
Stop Wait Go

SAFETY GAME

Make a game board from poster board or on a large sheet of butcher paper. Each player should have a marker. Taking turns, each player throws a die and moves the number of spaces indicated. If the player lands on one of the seven "danger" squares he or she must give the appropriate safety rules discussed or lose a turn.



AUTHORITY

The Police Officer

Purpose: To determine the meaning and importance of legitimate authority

DISCUSS:

1. Who has ever seen a police officer?
2. What was the officer doing?
3. Was the officer a man or a woman?
4. What kinds of jobs does a police officer do?
   - helps us to cross streets
   - keeps cars and people moving in the right directions
   - helps lost children get home
   - stops cars that are going too fast
   - gives information to people who need it
   - protects our lives and property
5. Is the police officer our friend?
6. Should we obey a police officer? Why?

Invite a police officer to discuss his or her job (i.e. how the officer helps children and how the children can help the officer.)

Purpose: To identify examples of the legitimate functions of authority figures

Draw the Officer

Purpose: To identify examples of the legitimate functions of authority figures.

Distribute a piece of drawing paper to each student. Write, "Police officers help us by _____." on each sheet of paper. Have each child complete the sentence and illustrate it. Display the finished papers on a bulletin board.

Speakers

- police officer to discuss his job, how he helps children and how children can help him
- traffic crossing guard to discuss safety rules to follow while crossing the street
- school bus driver to discuss rules to follow while riding the school bus

Obtain discarded uniform from local police station or sheriff's office to use in the dress-up corner.

The Police Officer

Purpose: To emphasize that law enforcement officers are friends

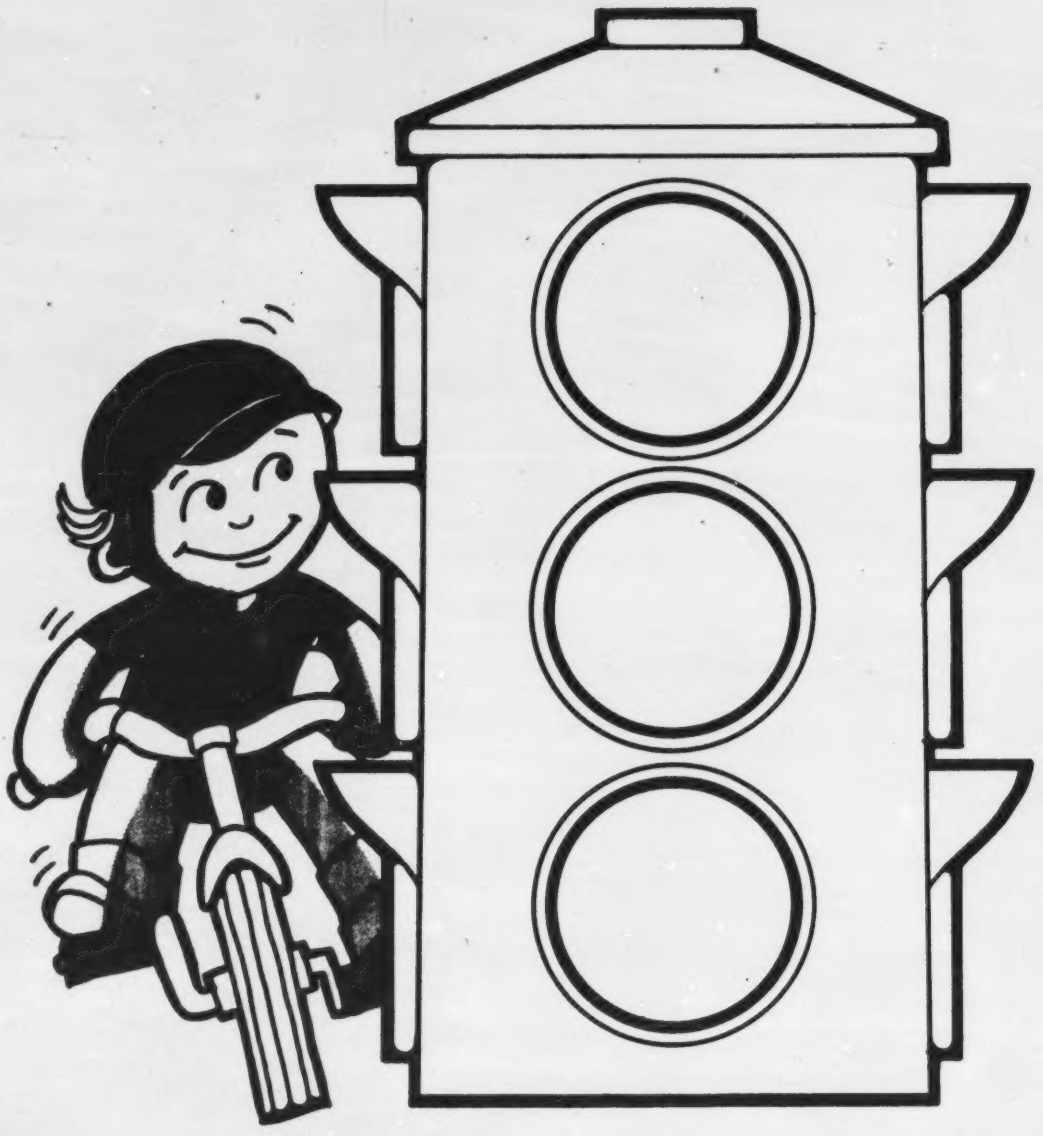
THE POLICE OFFICER

I'm a happy police officer (smile, point to self)
Standing tall and straight. (stand tall)
I direct the traffic. (motion cars to "go")
And tell the cars to wait. (hold up hand for "stop")
I help the children (point to self, then measure "height" of children)
And grown-ups, too. (measure "height" of adults)
If you get in trouble,
I'll help you. (point to friend and nod)

Adapted

NAME _____

Traffic Light Game



UNIT III

Understanding Safety and Crime Prevention

PURPOSE:

Every citizen has a responsibility to take protective measures against criminal activity. One way to reduce victimization is through the concept of crime prevention. CRIME PREVENTION is an attitude which manifests itself when students and others accept greater responsibility to become less vulnerable to crime.

This unit helps students learn simple and safe procedures (protective strategies) for home, school and community.

OBJECTIVES:

- The student will be able to identify the term "stranger".
- The student will be able to give first and last name and home address.
- The student will be able to dial "operator".

PROTECTIVE STRATEGIES

STRANGER DANGER (teacher information)
IDENTIFYING FRIENDLY STRANGERS (picture discrimination)
Giant Steps to Safety (game)

KNOWING YOUR NAME AND ADDRESS (memorizing)
If I Were Lost (answering)

DIALING "O" or "911" (emergency dialing)
Reward Badge (motivation)

CHILD ABUSE AND NEGLECT (teacher information)
REDUCING VANDALISM (teacher information)

PROTECTIVE STRATEGIES

STRANGER DANGER
Teacher Information

Purpose: To provide the teacher with background information related to youth and stranger involvement

Students should develop caution where strangers are concerned. Each student needs to know the basic signs of danger as well as techniques for dealing with situations encountered when alone. The definition of just who is a stranger may be approached through discussing who is not a stranger (immediate relatives, friends of the family and certain people in authority such as police, teachers, clergy, fire fighters, nurses, storekeepers, etc.). **Students should be made aware that many strangers are kind and need not be feared.** However, there are some strangers who act friendly, but who really intend to do harm. Students should be helped to feel confident that there is a way to deal with situations involving strangers. The teacher should try to clarify that students have no obligation to comply with requests from strangers other than those identified by their parents and teachers or persons recognized by uniforms as community helpers. The following concepts are important and appropriate for young students.

1. Most strangers act friendly, but there are some who are not our friends. Even adults cannot always tell friendly strangers from other strangers.
2. We should stay away from strangers until they are approved by a parent or teacher, a trusted authority, or whoever is in charge of us.
3. Friendly strangers offering gifts or candy are not to be considered as friends. Student's first reaction should be to leave the scene and go to a safe place. They should tell the nearest authority (teacher, friend, parent, police officer or babysitter).
4. Never accept rides from strangers no matter how friendly they are. Never go near or get into a stranger's car for any reason.
5. Students should never stop to speak to strangers if they ask for directions. Discuss where students can find emergency help on the way to school with special reference to the immediate area. Check with your local police station to see if there is a block parent program in your area. In this program, houses of block parents are identified by a special sign in the front window. Encourage students to walk with a friend, but to take suitable precautions when walking alone. It should be emphasized that students should never get so near a stranger that they can be touched by them.
6. Students should know their full name and address but should never give them to a stranger. Students should understand that if they are lost and cannot find their way home, they need to look for help. The teacher should emphasize the kinds of people to look for in different situations when lost.
7. Students should always play or walk where they can be seen by other people or the person in charge. If possible, a student's route to school should not lead past abandoned buildings, woods or through vacant lots which cut them off from public view. If such hazards are unavoidable, students should be encouraged to walk with friends and not to loiter. Shortcuts should be discouraged.
8. Never allow a stranger into your house. Students should be instructed if a stranger knocks on their door, they should not open the door, but run and get an adult or an older brother or sister to answer the door for them.

NATIONAL CHILD SAFETY COUNCIL

The National Child Safety Council has prepared pamphlets appropriate for all ages of children on dealing with strangers. Check your local phone directory or call your local law enforcement agency to obtain the phone number or name of the NCSC representative in your area. You may also write to:

NATIONAL CHILD SAFETY COUNCIL
3146 Francis Street
Jackson, Michigan 49203

IDENTIFYING FRIENDLY STRANGERS

Purpose: To teach that all "friendly" strangers are not friendly

DISCUSS:

Use teacher information in "Stranger Danger".

1. Does anyone know what a "stranger" is?
   - STRANGER: someone they do not know.
2. Who do we know that is not a stranger?
   - Immediate relatives, friends of the family, and certain people in authority such as police, teachers, clergy, nurses, firemen, storekeepers, etc.
3. Are all strangers our friends?
   - No
4. Who are some strangers who are our friends and helpers?
   - Police officers, fire fighters, nurses, doctors, clergy, mail carriers, bus drivers, etc.
5. How can we tell these "friendly strangers" from other strangers?
   - Sometimes they wear uniforms and help us in their work. Sometimes friendly strangers do not wear uniforms. Some strangers who wear uniforms are not friendly.

Obtain study prints from your library (or magazine pictures) of community helpers and other people in general and display in random order so that all students can see them. Ask the children to identify the people who are "friendly strangers". BE SURE THAT STUDENTS UNDERSTAND THAT ALL SMILING PERSONS ARE NOT NECESSARILY "FRIENDLY STRANGERS" EVEN THOUGH THEY LOOK FRIENDLY. See if students can identify the jobs which the "friendly strangers" do in their community.

Giant Steps to Safety

Purpose: To provide an opportunity for decision making in dealing with dangerous strangers and situations

DISCUSS:

1. What does it mean when I say something is the "right" thing to do?
   - It is something that I should do.
2. What does it mean when I say something is the "wrong" thing to do?
   - It is something I should not do.

Ask the students simple "right" or "wrong" questions to assure that they understand the process. Allow the students to answer.

example:

- Chocolate ice cream is white. (wrong)
- Cats' babies are kittens. (right)

Mark off a base line and a goal line. Line your students at the base line. Tell them that you are going to read a sentence. If the sentence is something they should do, they are to answer "right". If it is something they should not do, they are to answer "wrong". If the student answers correctly, give directions as to how many steps to take forward (giant steps, bunny hops, baby steps, etc.). If students answer incorrectly, they may not move forward. The student who reaches the goal line first wins the game. Each child is read a different statement. Here are some suggestions.

- You should take candy from strangers.(wrong)
- You should not talk to strangers. (right)
- You should play or walk where you can be seen by others. (right)
- You should let strangers into your house. (wrong)
- Some strangers are not our friends. (right)
- If a stranger bothers you, you should tell a grown-up. (right)
- Police officers are our friends. (right)
- It is good to go places by yourself. (wrong)
- Police officers help you if you get lost. (right)
- You should always speak to strangers. (wrong)
- You should not take gifts from strangers. (right)
- You should always walk with a friend if possible. (right)
- It is good to play by yourself after dark. (wrong)
- You should leave your lunch money on your desk. (wrong)

KNOWING YOUR NAME AND ADDRESS

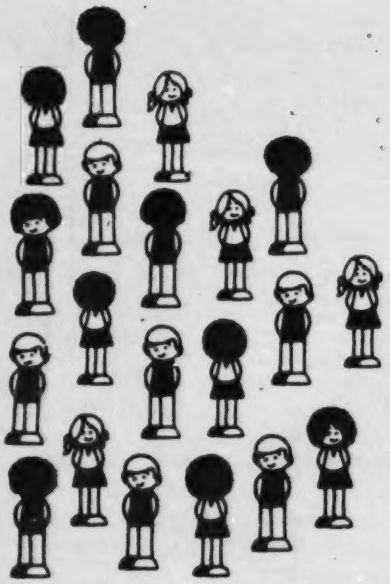
Purpose: To have students memorize their names and addresses

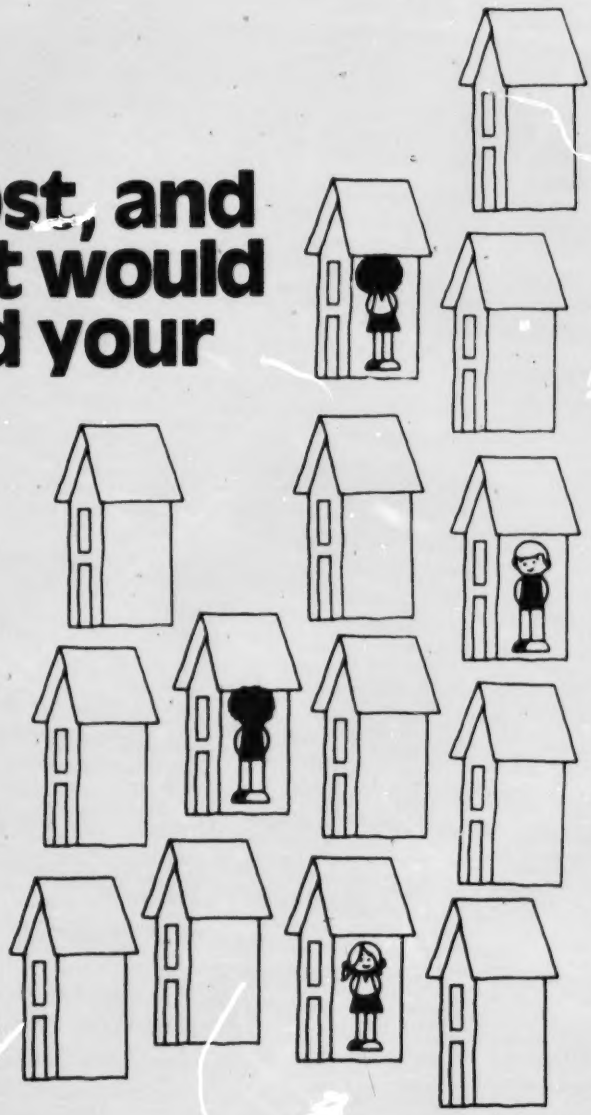
Before starting this activity, a letter should be sent home to parents stating that your students will be working on learning their names and addresses. Emphasize the importance of this should a child get lost. Ask the parents to assist you in this activity by practicing with their child at home.

Call the roll using students' last names. Have each student answer by standing up and giving his first and last name. Give help if necessary. Use this activity for several days until you feel that the majority know their names. (Do not accept nicknames.)

Repeat this activity having the students respond with their address instead of their name. In rural areas you may wish to ask for road numbers instead of mailing addresses.

If you were lost, and all alone, what would you do to find your way HOME?





Give each student two sheets of paper. On one sheet have students draw a picture of their home. On the other, draw a picture of themselves. On one bulletin board, post the home pictures. On another board, post pictures of students. As students learn to tell their names and addresses, allow them to take drawings of themselves and pin on the drawings of their homes.

If I Were Lost

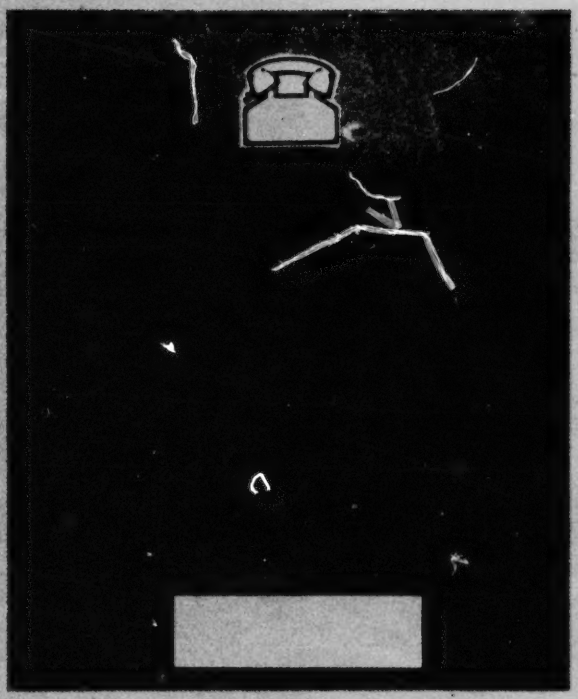
Purpose: To emphasize the necessity of knowing name and address

DISCUSS:

1. What does it mean to be lost?
2. To whom should you go if your are lost?
   — Look for a police officer or other uniformed person.

After you are sure that your students understand what being lost means, say the following rhyme to each student. Have each student reply with "My name is _____and I live at _____.

If you were lost,
And all alone.
What would you do,
to find your way home?



DIALING "O" OR "911"

Purpose: To provide practice in dialing for help in an emergency

Using poster board, make large telephone dials as shown below. Use these to teach students to dial "0" or "911" in case of an emergency. If possible, provide students with play phones or real phones (disconnected) for practice. Be sure students understand that real phones at home are not toys and should be used only with parents' permission or in cases of emergency.

Discuss situations when it might be necessary to dial "0" or "911".

- Your mother has fallen down and hurt herself.
- You are home alone and a fire starts.
  (Get out of the house! Go to a neighbor and call for help.)
- You are home alone, and a stranger comes to the door and will not leave.
- School has let out early. When you and your brother get home, no one is there. Your brother cuts himself.

Make up any other situations which you think the class might encounter.

Your telephone company may be able to provide you with telephones to use for practice in your classroom.

Reward Badge

Using the pattern below, make badges as rewards for students who demonstrate good safety practices.

These badges may be given for such things as:

- knowing full name
- knowing address
- knowing stranger rules
- demonstrating any other safety practices

CHILD ABUSE AND NEGLECT

Teacher Information

Purpose: To encourage teachers to report suspected child abuse and neglect

Child abuse and neglect are serious and growing problems in today's society. More and more states are requiring, under penalty of law, that alleged abuse and neglect cases be reported by certain professionals. It is extremely important for teachers to have information about child abuse and neglect.

It is highly recommended that teachers become familiar with local policies and regulations and fully understand obligations.

The intent of the information furnished below is to offer teachers general direction. Check with your immediate supervisor to determine specifics for your locality.

What is an abused or neglected child?

"Abused child" means a child under the age of eighteen years who exhibits evidence of serious physical or mental injury not explained by the available medical history as being accidental.

Section 3 Act 124 of 1975 Child Protective Service Law

What are some identifying signs of possible abuse?

1. bruises, abrasions, old-healed lesions, burns, scalding
2. evidence of dislocations, fractures
3. unexplained injuries
4. shows evidence of dehydration and/or malnutrition without obvious cause
5. unusual fearfulness
6. repeated injuries
7. evidence of sexual abuse

What are some identifying signs of possible neglect?

1. malnourished, ill clad, dirty
2. ill and lacking essential medical care
3. denied normal experiences that produce feelings of being loved, wanted, secure and worthy (emotional neglect)

4. failing to attend school regularly
5. constantly tired, "run-down" - possibly exploited or overworked.
6. emotionally disturbed due to constant friction in the home, marital discord, mentally ill parents
7. exposed to unwholesome and demoralizing circumstances - e.g. excessive drinking and/or drunkenness

Who reports alleged cases of abuse or neglect?

1. Any person who witnesses or suspects child abuse or neglect should report the incident.
2. Certain professionals are required by law, under penalty, to report alleged cases of abuse and neglect (i.e. doctors, nurses, teachers).

To whom should reports be made?

1. If you are a teacher, make your report to school authorities.
2. There is a Child Abuse Center in most cities and states. Anyone who suspects child abuse is taking place should contact this center. You DO NOT have to give your name, only the location and the abuse which you think has occurred.

REDUCING VANDALISM
Teacher Information

Purpose: To promote student participation in reducing vandalism

Vandalism is an ugly and growing problem. Few school buildings and other public buildings completely escape the vandal's mark.

The reasons why people vandalize are many and complex. However, the sources of vandalism are not so complex. Many acts of vandalism are committed by those who have developed negative attitudes toward rules, laws and authority. Vandalism is one way to "strike back." Through peer pressures and other inducements, casual acts of vandalism become more commonplace and occur with more frequency.

One way to reduce the ill effects of vandalism is to give students a stake in setting the conditions of their environment. When given a choice, young students will generally choose cleanliness and order over unkempt conditions. People generally conform to the conditions around them. If things are disorderly, people feel no need to be orderly. If, on the other hand, cleanliness and orderliness prevail, one is likely to feel a need to maintain that condition.

When a school activity gives students a stake in promoting cleanliness and orderliness, acts of vandalism will likely decrease. Active and continuous participation at every grade level will promote positive attitudes toward cleanliness and orderliness. As more positive attitudes are nourished and developed, they are likely to transfer to home and community.

DISCUSS:

(Adapt terminology to students' age and maturity levels.)

1. Do you like things around you to be clean or dirty? How does it make you feel when things are dirty? Clean?
2. What are some improvements we can make in our room? School building? Grounds?
3. How can we make sure each of us do the things necessary to keep things clean and orderly? (The last two minutes of each day devoted to cleaning and organizing the room will afford consistency and perpetuate positive attitudes.)

JETS

JUSTICE
EDUCATION
TEACHING
STRATEGIES

Supplementary Materials

Unit I

Student Reading List

Beim, Lorraine and Jerrold Beim, **Two is a Team.** New York: Harcourt, Brace and Jonvanovich, 1945. (responsibility and cooperation)

Bonsall, Crosby, **Mine's the Best.** New York: Harper-Row, 1973. (feelings)

Brenner, Barbara, **Faces.** Toronto: Clarke, Irwin and Company, Limited, 1970. (individual differences)

Cohen, Miriam, **Tough Jim.** Riverside, N.J.: McMillan Press, 1971. (class discipline)

Cohen, Miriam, **The New Teacher.** Riverside, N.J.: McMillan Press, 1971. (class discipline)

Gibson, Myra T., **What is Your Favorite Thing to Touch?** New York: Grossett and Dunlap, 1965. (individual differences)

Hamada, Hirosuke, **Tears of the Dragon.** New York: Parents' Magazine Press, 1967. (individual differences)

Hamada, Hirosuke, **Little Mouse That Tarried.** New York: Parents' Magazine Press, 1967. (consequences)

Hoban, Russell, **Best Friends for Frances.** New York: Harper, Row Publishers, 1969. (conflict)

Keith, Eros, **A Small Lot.** Scarsdale: Bradbury Press, 1968. (respect for property)

Leaf, Munro, **Who Cares? I Do.** Philadelphia: Lippincott, 1971. (kinds of property, attitudes toward property)

Seuss, Dr., **Horton Hatches an Egg.** New York: Random House, 1940. (responsibility)

Simon, Norma, **I Was So Mad.** Chicago: Albert Whitman and Company, 1974. (anger)

Viorst, Judith, **Alexander and the Terrible, Horrible, No Good, Very Bad Day.** New York: Atheneum Publishing Company, 1972. (consequences)

UNIT II

Student Reading List

Alexander, Martha, **And My Mean Old Mother Will Be Sorry,** Blackboard Bear. New York: Dial Press, 1972. (authority)

Brown, David, **Someone Always Needs a Policeman.** New York: Messner, 1972. (roles of a police officer)

Leaf, Munro, **Fair Play.** New York: J.B. Lippincott, 1958. (necessity for rules)

Lenski, Lois, **Policeman Small.** New York: Henry Walck, 1962. (legitimate functions of an authority figure)

Zolotow, Charlotte, **When I Have a Little Girl.** New York: Harper & Row, 1965. (the need for rules)

Films and Filmstrips

SCHOOL BUS SAFETY AND COURTESY
— 16 mm — 15 min. — Oxford Films — 1974

This film is designed to develop positive attitudes toward school bus safety rules. It discusses riding and pedestrian safety, respect for private and public property, and respect for authority.

UNIT III

Student Reading List

Joyce, Irma, **Never Talk to Strangers.** Racine, Wisconsin: Western Publishing Company, Inc., 1957. (stranger danger)

Leaf, Munro, **Safety Can Be Fun.** New York: J.B. Lippincott, 1961. (necessity for safety rules)

Shapp, Martha and Charles, **Let's Find Out About Safety.** New York: Franklin Watts, 1975. (safety rules)

Films and Filmstrips

PATCH THE PONY — filmstrip — 15 min. — Singer

This sound filmstrip shows the dangers in dealing with strangers. Patch warns the students, "Neigh, neigh, from strangers stay away." Follow-up activities are included in the guide.

Film Distributors

OXFORD FILMS
1136 N. Las Palmas Avenue
Los Angeles, California 90038
SINGER
1345 Diversey Parkway
Chicago, Illinois 60614

CONTACTS FOR ADDITIONAL INFORMATION ON DRUG AND ALCOHOL ABUSE PREVENTION

Philip Brown, Chief
Division of Training and Prevention
Governor's Council on Drug and
Alcohol Abuse
2101 N. Front Street
Harrisburg, PA 17120
717-783-8200

ENCORE — They serve as a statewide clearinghouse for literature and films; keep a well-stocked library of research and prevention materials; put out a bi-monthly newsletter called *Inside Dope*; and publish a comprehensive guide to drug and alcohol services in the state. The address is:
ENCORE
Box 2773
Harrisburg, PA 17105
toll free (800) 932-0912
All material is free and they can provide a list of their holdings.

For IU 22, 23, 24, 25 or 26 contact:
Thomas H. Stecher
Delaware County IU
Sixth and Olive Streets
Media, PA 19063
(215) 565-4880, ext. 72

For IU 14, 17, 18, 19, 20, 21 or 29 contact:
Kathleen T. Marinari
Berks County IU
2900 St. Lawrence Avenue
Antietam Valley Center
Reading, PA 19606
(215) 779-7111

For IU 8, 10, 11, 12, 13, 15 or 16 contact:
Margaret E. Rockenbeck
Central IU
R.D. 1 Radio Park
Philipsburg, PA 16866
(814) 342-0884

For IU 1, 2, 3, 4, 5, 6, 7, 9, 27 or 28 contact:
Megan W. Smith
Midwestern IU
Maple Street
Grove City, PA 16127
(412) 458-6700

For more information about the Addictions Prevention Network you can also contact:
Jay M. Strunk
Delaware County IU
6th and Olive Streets
Media, PA 19063
(215) 565-4880 or
(717) 783-2528

Glossary

BOLD PRINT – indicates teacher definition
light print – indicates a simplified student definition

AUTHORITY – **POWER OR ABILITY TO INFLUENCE OTHERS' BEHAVIOR**
– being the boss, leader; able to tell others what to do

CONFLICT – **OPPOSING BELIEFS, INTERESTS, OR ACTIONS**
– a problem to be solved either with self or others

FEELING – **AN ATTITUDE OR EMOTION TOWARD SOMEONE OR SOMETHING**
– what we believe or think about someone or something

PROPERTY – **POSSESSIONS**
– something which belongs to someone

RESPONSIBLE – **RELIABLE, TRUSTWORTHY**
– carrying out a job or doing what you are expected to do

RULE – **SOMETHING WRITTEN OR SAID WHICH TELLS US HOW TO ACT**
– something written or said which tells us how to act

SAFETY – **PROCESS OF REDUCING OR AVOIDING VICTIMIZATION**
– keeping away from places or people that will harm us
– acting so we will not get hurt

STRANGER – **SOMEONE WE DO NOT KNOW**
– someone we do not know